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This booklet is designed for students with disabilities as they prepare for post-secondary education in North Dakota. The goal of this document is to inform students of the changes in laws and services as they transition from high school to college. The booklet is written to speak directly to students; as well, there is a brief section for parents regarding their changing role. This publication is available in PDF format on the North Dakota Department of Public Instruction, Special Education Transition web page (<http://itdwww7.nd.gov/dpi/Educators/SpecialEducation/SecondaryTransition/>). Paper copies and alternate forms are available and can be requested by contacting Special Education at (701) 328-2277.

The NDDPI, Office of Special Education, would like to extend appreciation to co-authors Dianna Fite, Forks Red River High School LD teacher and Judy Sannes, University of North Dakota Disability Support Services, both from Grand Forks, ND. Their vision, time and talents resulted in the outcome of this document.

Another related publication to assist students with disabilities in the transition from high school to college is a CD - *Taking the Next Step: Helping Students with Disabilities Transition from High School to College*. The North Dakota Department of Public Instruction, Office of Special Education, along with the ND Department of Human Services, Disability Services Division – Vocational Rehabilitation and the ND Center for Persons with Disabilities at Minot State University, collaborated to develop a CD which was designed for students, parents and educators who are considering a post secondary / college future. Following a brief introduction, the user can watch all or any one of three separate sections for students, parents and educators highlighting the differences between high school and college, success and access and the critical role students now assume. There is also a short Question and Answer section that further provides specific information for students wishing to utilize post secondary disability support services. Lastly, we have identified several references and resources for all parties to use, which address a variety of related topics and issues. Inside the CD case, you'll find a timeline referenced in the CD, which can be reproduced for students, parents and educators to use as a checklist and reference. Copies can be requested from local special education units, school guidance counselor, Vocational Rehabilitation Office, any ND College and University Disability Services Office, or the Department of Public Instruction, Office of Special Education.

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Mapping Your Future: Transition Planning for Students with Disabilities Preparing for Post-Secondary Education in North Dakota

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PREPARATION IS THE KEY!

Understanding the Law

The federal law, Individuals with Disabilities Education Act, often referred to as IDEA, assures a “free appropriate public education” (FAPE) until an individual graduates from high school with a diploma or through the age of twenty one. After graduation, students with disabilities can no longer rely on the protections of IDEA; rather, in moving on to college or other post-secondary schools, two other laws now offer protection. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) guarantee that students with disabilities cannot be denied equal access to facilities, services, activities or opportunities solely because they have a disability. In addition, Section 504 views college students as capable of self-identification for any disability; it is now a student’s responsibility to inform the appropriate representative, identify a disability and request services and accommodations.

SECTION 504 of the REHABILITATION ACT OF 1973 states that: “No otherwise qualified individual with a disability in the United States . . . shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . . “ (29 U.S.C., Section 794). Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities may request accommodations, which will enable them to participate in and benefit from all postsecondary educational programs and activities. Postsecondary institutions must make such changes to ensure that the academic program is accessible to the greatest extent possible by all qualified students with disabilities.

IDEA vs. Section 504

IDEA = success
Section 504 = access
IDEA = services
Section 504 = accommodations

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA) is the civil rights guarantee that upholds and extends the standards for compliance in Section 504 to the private sector. With the passage of ADA, not only entities receiving federal money, but also private schools and businesses must provide equal access to education, goods and services to people with disabilities.

In college, these laws prohibit discrimination solely on the basis of a disability. Both Section 504 and ADA require colleges to provide reasonable accommodations so that a student with a disability has equal opportunity and access to take part in a college's programs, activities, and courses. A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities.



Section 504 and the ADA protect the civil rights of individuals who are qualified to participate and who have a disability such as, but not limited to, the following:

Chronic illness/disease, such as:	Drug or alcohol addiction*
- AIDS	Epilepsy or seizure disorders
- Arthritis	Learning Disabilities
- Blindness or Visual impairments	Multiple Sclerosis
- Cancer	Orthopedic impairment
- Cardiac diseases	Psychiatric disabilities
- Cerebral Palsy	Speech disorder
Deafness or hearing impairments	Spinal cord or traumatic brain injury

* Section 504 covers former users and those in recovery programs and not currently using drugs and/or alcohol.

Differences Between High School and College

Laws and Responsibilities	
High School	College
Individuals with Disabilities Act (IDEA)	Section 504 and Americans with Disabilities Act (ADA)
Provides services to children ages 3-21 or receipt of signed high school diploma	Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or after admission, solely on the basis of a disability
School attendance is mandatory	Students choose to attend
Local school districts are required to identify students with disabilities through free assessment	Students are responsible for revealing and providing current documentation of a disability
Students receive special education and related services to address needs based on an identified disability	Formal special education services are not available
Services include individually designed instruction, modifications, and accommodations based on the IEP	Reasonable accommodations may be made to provide equal access and participation
Individual student needs based on the IEP may be addressed by program support for school personnel	No formal program support for school personnel is provided
Progress toward IEP goals is monitored and communicated to the parent(s) and/or the student	Students are required to monitor their own progress and communicate their needs to instructors
Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP	Students are responsible for making their own connections with community support agencies

Adapted from Brinkerhoff and SMU A-LEC Home pages and OKC Community College Accessibility Handbook



Rights and Responsibilities

Student Rights

As a student with a disability, you have the right to ...

- Equal access to courses, programs, services, jobs, activities, and facilities;
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined by the institution on a case-by-case and/or course-by-course basis;
- Information reasonably available in accessible formats; and,
- Appropriate confidentiality of all information pertaining to the disability.

College Rights

As a North Dakota college or university, they have a right to ...

- Request a student with disability provide current documentation completed by a qualified professional;
- Discuss the student's need for and select equally effective reasonable accommodations, academic adjustments and/or auxiliary aids on a case-by-case/course-by-course basis;
- Deny a request if documentation is not sufficient or not provided in a timely manner; and,
- Maintain academic, admissions and graduation standards.

Student Responsibilities

As a student with a disability, you have a responsibility to ...

- Apply for disability services/accommodations and present documentation of your disability from a qualified professional to the college disability services office;
- Request accommodations each semester by contacting the disability services office and follow their policies and procedures;
- Comply with the student code of conduct adopted by the college and all other policies of the institution; and,
- Monitor your grades in classes and request assistance when needed.

College Responsibilities

As a North Dakota college or university, they have a responsibility to ...

- Provide reasonable accommodations based on the functional limitations of the disability. The institution may not discriminate solely on the basis of disability;
- Provide reasonable accommodations most appropriate, without an undue financial burden to the institution;
- Ensure admissions or graduation requirements, as well as the basic nature of individual courses are not changed;
- Review and revise policies and procedures to assure nondiscrimination;
- Assist students with disabilities who self-disclose in receiving reasonable and appropriate accommodations; and,
- Inform students with disabilities of college or university policies and procedures for filing formal grievance both internally and/or through external agencies.



Courses Required for College Admission

Students wishing to enroll in the four-year campuses of the North Dakota University System* must take the following high school courses:

- 4 units of English, including written and oral communication skills
- 3 units of Mathematics, Algebra I and above
- 3 units of laboratory science; at least 2 in biology, chemistry, physics, or physical science
- 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family

The North Dakota University System strongly recommends that entering students take advanced algebra and at least two units of modern or classical language (including Native American languages and American Sign Language). Students who have not taken the required courses are welcome to attend any of the state's two-year campuses: Bismarck State College, North Dakota State College of Science, NDSU-Bottineau, UND-Lake Region, UND-Williston. Upon satisfactory completion of 24 academic credits, students will be eligible for transfer to a university. (These requirements are NOT in effect for the two-year public campuses that offer certificates, diplomas, or associate degrees).

* Dickinson State University, Mayville State University, Minot State University, North Dakota State University, University of North Dakota, Valley City State University

Computer Skills & Assistive Technology

Computers are a relevant part of college and an even more relevant role in the workplace. Computers can dramatically change the way we learn and perform many jobs; a revolution in communications and information technology is making the computer a basic tool for acquiring knowledge, organizing systems and solving problems. If you do not have your own computer, there will undoubtedly be one or more computer labs on campus available for your use. Check with campus student services for instruction, schedules and availability. Before you leave for college, you can prepare yourself by becoming familiar with the various types of computer programs for word processing. To be better prepared, you should be able to:

- Type and be familiar with the keyboard;
- Have an understanding of basic common computer technology;
- Use discs to save to/from the hard drive, create a file, use the mouse and pull down menu, use the spell check and thesaurus program;
- Be familiar with at least one word processing program;
- Basic knowledge of online features such as Internet and World Wide Web; and,
- Load and use printers.

Assistive technology is any device or process that assists a person with a disability to do something that could otherwise be difficult or impossible to accomplish. It may improve and expand the academic, career, and employment opportunities of students with disabilities. An assistive technology evaluation may need to be done to determine which device(s) best matches the person's needs and preferences. See a Vocational Rehabilitation Counselor for more information on evaluations or the following web link: <http://www.ndipat.org>.



Role of Vocational Rehabilitation

The purpose of the Vocational Rehabilitation employment programs is to provide training and employment services to individuals with disabilities to enable them to become and remain employed. Vocational Rehabilitation provides and/or purchases services, which result in competitive employment of eligible individuals with physical or mental impairments. North Dakota Vocational Rehabilitation has a responsibility to serve anyone who is eligible and living in the state, including Reservations. If you have a disability that interferes with obtaining or keeping a job, VR services may be able to help. Vocational Rehabilitation offers a wide variety of services/programs including:

- Evaluation Services: vocational, medical and psychological evaluations;
- Career Counseling and Guidance Services: development of rehabilitation plans;
- Medical and Psychological Services: counseling to help stay on the job;
- Training: on the job, job coaching, business/trade school, college or vocational program;
- Job Development and Placement Services: finding the right job for the individual;
- Rehabilitation Technology Services: assistive technology to help obtain or keep a job;
- Post Employment Services: support services to maintain employment; and,
- Referrals: referrals to other programs and services.

A student interested in accessing Vocational Rehabilitation should invite a VR counselor to an IEP meeting during the junior year of high school to begin the application process. The timing allows both the school and the agency to provide adequate services and ensure a seamless IPE (Individual Plan for Employment). There is no charge to the student or family. Students interested in accessing VR services should contact the VR office in their region:

Region I
Williston
(701) 774-4662
TTY (701) 774-4692

Region V
Fargo
(701) 298-4459
TTY (701) 298-4450

Region II
Minot
(701) 857-8643
TTY (701) 857-8666

Region VI
Jamestown
(701) 253-6388
TTY (701) 253-6414

Region III
Devils Lake
(701) 665-2235
TTY (701) 665-2211

Region VII
Bismarck
(701) 328-8800
TTY (701) 328-8802

Region IV
Grand Forks
(701) 795-3100
TTY (701) 795-3060

Region VIII
Dickinson
(701) 227-7600
TTY (701) 227-7620



Are You Ready for College?

College involves many new responsibilities, so begin now to develop skills for success. How prepared are you? Check your readiness with this list:

- | | | | |
|-----|-----|----|--|
| 1. | Yes | No | I am self-motivated to study. |
| 2. | Yes | No | I need someone to push me to study. |
| 3. | Yes | No | I do not hesitate to ask questions in class. |
| 4. | Yes | No | I hesitate to ask questions in class. |
| 5. | Yes | No | I complete assignments on time. |
| 6. | Yes | No | I put off assignments and do not complete them on time. |
| 7. | Yes | No | My class notes are organized and complete. |
| 8. | Yes | No | My class notes do not make sense when I review them. |
| 9. | Yes | No | I pay attention even if a class is not interesting. |
| 10. | Yes | No | I frequently tune-out when a class is not interesting. |
| 11. | Yes | No | I avoid studying subjects I do not like. |
| 12. | Yes | No | I study all my subjects, whether I like them or not. |
| 13. | Yes | No | I practice good time management. |
| 14. | Yes | No | I often don't plan my time and end up not finishing tasks. |
| 15. | Yes | No | I recognize that success or failure is up to me. |
| 16. | Yes | No | I believe success is a matter of luck. |
| 17. | Yes | No | I have good computer/word processing skills. |
| 18. | Yes | No | My computer/word processing skills are weak. |
| 19. | Yes | No | I accept that my disability poses challenges, but I seek opportunities to overcome them. |
| 20. | Yes | No | I focus on my disability limitations and avoid challenges. |

Check your responses. "Yes" answers to odd number responses reflect important steps you have already taken toward success. "Yes" answers to even number responses indicate areas you need to improve. Highlight those that need improvement and start making changes today toward a successful college career.

(Catching the Wave)



PLANNING FOR COLLEGE

Post-Secondary Schools in North Dakota

Once students have decided their career goals, the next step is to select the type of post-secondary school or training program that will prepare them for their chosen careers. North Dakota supports eleven public institutions of higher education which offer a wide range of vocational-technical programs, two and four-year colleges and two research universities. In addition, there are two private four-year colleges, four tribal colleges and a number of private, specialized training programs in the state. Students should talk with their high school guidance counselors, vocational education teachers, work experience coordinators, or Vocational Rehabilitation counselors about the variety of choices available and which school setting will best match their abilities, learning styles and career goals.

Post-secondary education and training institutions are obligated by federal law to provide reasonable accommodations to students with disabilities who qualify for their programs. Every campus will have either a disability services office or an individual responsible for arranging accommodations.

VOCATIONAL TECHNICAL PROGRAMS offer training in specific occupational areas with employment as the final goal. These programs often reflect a workplace setting with vocational skills and behaviors monitored closely (i.e., attendance, punctuality, self-improvement, attitudes, and independence). Programs vary in length from a few months in which students earn a specific certification/license to two years for an Associate of Applied Science Degree. These programs are located at the public two-year colleges.

Some high schools offer “Tech Prep” which provides students with a strong background in applied academics and basic vocational education. Then, a post-secondary program picks up where the high school program left off (without duplication) and offers competency-based training in a specific vocational area.

See Directory A for a list of relevant schools.

TWO-YEAR COLLEGES offer both vocational and occupational skills certification programs that lead directly to a job and a two-year Associate of Arts Degree. Students can complete the first two years of most majors and transfer as a junior status to the four-year colleges and universities in North Dakota. Admission is open to anyone who has earned a high school diploma or GED certificate and an ACT score for students under age 25. If the student has not taken the ACT test, he/she will be required to take a placement exam (COMPASS) at the college. Some programs may require additional qualifications or prerequisites because of specialized content, and some may have enrollment limits.

See Directory A for a list of relevant schools.

FOUR-YEAR COLLEGES AND UNIVERSITIES offer degrees in a wide variety of majors and professional fields. Colleges are typically smaller and focus more on undergraduate training, while the universities are larger and offer undergraduate, graduate, and professional programs,



such as law and medicine. Tuition and related school expenses vary from school to school, with public institutions costing less than private colleges.

In North Dakota, the four-year colleges and universities have admission requirements. Students planning to start college at a four-year school need to include these courses in their high school curriculum.

See Directories C & D for a list of relevant schools.

TRADE AND TECHNICAL SCHOOLS offer careers in fields such as cosmetology, massage, business, electronics, aviation, sales, paralegal services and health care assistant. Most are offered through private schools that are accredited and licensed by the specific professional associations responsible for monitoring and training. Most instructors have direct experience in the field and can offer invaluable insight and advice, with on-the-job training available.

See Directory A for a list of relevant schools.

Other Post-Secondary Education & Training Options

North Dakota Job Corp

The Burdick Job Corp, located in Minot, North Dakota, is a residential education and job training program for young adults ages 16 to 24. The Job Corp is one of 108 Job Corp sites in the U.S. Persons with a high school diploma or GED who is enrolled in Job Corp can upgrade their basic skills in reading, writing and math. Improving these skills will increase opportunities for employment. Young adults who have dropped out of high school may earn their high school diploma while in Job Corp.

The Burdick Center Job Corp offers vocational preparation in the following areas:

- Carpentry
- Health Occupations
- Medical Secretary
- Culinary Arts
- Auto & Farm Implement Repair
- Business Office & Clerical
- Building & Apartment Maintenance
- Auto & Farm Machinery Parts, Sales & Service

If Job Corp participants want job training that is not available at their center; arrangements can be made to transfer to another site that offers the training after initial training is completed.

Because the Job Corp is a residential program, room, board and recreation programs are provided on site. Students have access to medical, dental and mental health services. The Job Corp is a highly disciplined learning environment. Student allowances and incentive payments are frequently tied to accomplishing goals.

The Burdick Center Job Corp includes programs for single parents, who also live on campus with their children. Day care and child development and other support programs are provided while the parents are getting the education and job training they need to support their families.

For more information on Job Corp eligibility or to enroll, contact a high school counselor or the nearest Job Service Office.



Military Opportunities

The military services offer training in more than 2,000 skills. Training includes classroom or on-the-job training which can last from four weeks to more than one year, following basic training of 6-10 weeks. Basic training is very physical, highly structured and consists of long days with little free time. Basic training teaches the art of survival and military disciplines. While serving on active duty, personnel may take college or vocational courses at civilian schools, and the military will pay up to 75% of the tuition. The G.I. Bill is offered to all enlisted members of the military.

Opportunities in the Reserves

Reserve forces in North Dakota include the Air and Army National Guard, and the Army and Naval Reserve. Members take the same basic and advanced training as active duty personnel. All guard and reserve personnel drill one weekend per month and attend two weeks training a year (39 days a year). The Reserve branches in North Dakota are available in over 30 different communities. The military branches offer job skill training in over 300 job skills that could help a member obtain employment in the civilian job market. A few of the job skills available are heavy equipment operator, welder, mechanic, surveyor, draftsman, military police, carpenter, and airplane/helicopter mechanic. Check with each branch to identify their education training / programs.

Apprenticeship Programs

Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprentices are paid while learning and receive fringe benefits like paid vacations, holidays, insurance, hospitalizations, and retirement pension plans.

Individual employers, joint employer and labor groups, and/or employer associations can sponsor apprenticeship programs. The sponsors identify the minimum qualifications to apply into their specific apprenticeship programs. The eligible starting age can be no less than 16 years of age; however, individuals must usually be 18 to be an apprentice in hazardous occupations. Program sponsors may also have additional qualifications and credentials, such as education, ability to physically perform the essential functions of the occupation, proof of age, aptitude tests, interviews, school grades, or previous work experience. For the apprenticeships offered in North Dakota, contact the local Job Service Office or US Department of Labor at (701) 250-4700.



CHOOSING THE RIGHT COLLEGE

As you enter your junior year in high school, you should begin investigating various post-secondary possibilities by speaking with parents, counselors, teachers, and various employers to gather information to make a career decision. The information you gather should include: possible major and minor courses of study, entrance requirements, services or accommodations for students with disabilities, financial aid, housing, and transportation.

It is appropriate to narrow career and college site choices to two or three and then arrange for campus visits. As you begin narrowing your choices of schools, look at your interests and abilities in regard to the programs that are offered. Investigate the community in which the school is located and what community resources are available to you (i.e., part-time employment, transportation, support groups). The campus visit should provide a great opportunity to ask other questions about the school, visit with instructors and students currently attending the school, as well as visit with the financial aid counselor and disability services staff.

Campus Visits

- Stop at the **admissions office** to verify admission requirements and the process.
- Obtain a **catalog and calendar** for the college. Determine the cost to attend.
- Inquire about **financial aid** as well as information about deadlines, required forms, etc.
- **Visit the faculty** of the department or program in which you would like to major.
- **Visit the disability services office** available at the college; talk with the staff about the accommodations you will need and inquire how they provide accommodations and disability related services. Secure their application form and the information on the disability documentation required.
- Find out about other **academic support programs** available at the college.
- Obtain information about **academic requirements** and offerings.
- **Arrange to sit in on a class** to get an idea of classroom size, teaching style, and academic atmosphere.
- Inquire about the **placement record of graduates** with the degree or program you are considering.
- Inquire about **career planning services** for undergraduates.
- **Tour the campus** during a typical day (residence halls, dining halls, library).
- **Visit with students** about the amount and type of study necessary for success.
- Inquire about **student activities and social activities** such as clubs, fraternities, sororities.
- Inquire about **transportation** options.

Publications and brochures cannot provide a complete picture of any post-secondary institution; therefore, on site visits are encouraged to become better acquainted with the institutions and are a helpful tool in the decision-making process.

Typical visits include tours of the campus grounds, residence halls, and classrooms. Visit with the academic advisors, administration, coaches, and faculty can often be arranged. You should contact the Admissions Officer of the college two weeks in advance so they may prepare for your visit. (See Directory of North Dakota Post-Secondary Schools for contacts).



Selecting a School

Selecting a university or two-year school will undoubtedly be one of the most difficult and important choices a young adult will ever make. In the United States, there are over 2,000 universities and colleges to choose from; as it is not feasible to apply to all of them given the usual application fee, narrow the choices to approximately five schools to keep these costs to a minimum. The following guidelines may help narrow choices:

1. Examine the admissions requirements of each school that you are interested in very carefully to determine which offer the most realistic opportunities for gaining admission. Consider the school's SAT and ACT standards.
2. Tuition costs vary between public and private schools, and from state to state. Many students are also subject to a special "out of state" tuition (which can be double the normal tuition). In addition, room and board costs have been on the rise for the last several years. All of these factors should be considered. Establish as early as possible the degree to which your family is willing to sacrifice (total parental contribution) to support college tuition. This will allow time to determine eligibility and availability of financial aid.
3. If the career track is identified, pursue the universities that are known for their excellence in that field. When comparing the merits of different schools, be sure to examine the caliber of the faculty, average class size in upper division courses, its academic reputation, and finally, the facilities. Visiting the prospective campus can be the most decisive factor in your choice of a school.
4. Other considerations for selection of a college may include: location, campus rules, transportation, faculty/student ratio, placement opportunities, and school size.

Going from high school to college isn't as easy as you would think. There is a great deal of planning that needs to be done. To effectively 'survive and enjoy' your college experience, you need to be aware of several areas.



Applying to Colleges

The North Dakota University System has one common application for students wanting to enroll as an undergraduate at any of the 11 campuses. It can be completed online at:

http://www.rdb.und.nodak.edu/www_ea/plsql/ea_home. This means less confusion and greater ease of applying if you're interested in attending more than one institution. For an application to other colleges, call or write the college's admissions office.

Begin filling out applications as early as possible in your senior year. Complete the application completely and carefully. It is a good idea to make a copy of the form and practice before completing the actual form to ensure accurate proofreading and accuracy. You may want to ask a parent, teacher or counselor to review the application before you send it in.

It will be your responsibility to meet all deadlines for submitting the application, test scores and financial aid application. Make a schedule or mark your calendar for these dates. The admission process may involve:

1. **Application Fee:** Most colleges require an application fee, which is usually not refundable, even if the application is rejected.
2. **Academic Records:** Your high school guidance counselor submits your school transcript and final grades. You must request that this be done by the deadline date and it is wise to check again just before the deadline.
3. **Test Scores:** High school counselor's advice students which college entrance tests to take – Scholastic Aptitude Test (SAT), American College Testing Program (ACT) and when to take them. It is important that you request well in advance of the test date any accommodations you need to take either of these tests.
4. **Essay:** Some institutions require a personal essay or autobiographical statement. Plan ahead to write and edit your essay, have someone proofread for development, organization and grammar.
5. **Interview:** Some college may require an interview with the department dean or chairperson.
(New Jersey)

Begin filling out applications as early as possible. Many colleges require applications by early January. If they have not sent you something that they should have, do not be afraid to call them to check on your application.

Students with disabilities who use testing accommodations in high school should also request accommodations for both the ACT (American College Testing Assessment) and the SAT (Scholastic Aptitude Test). Accommodations include extended time to take the test and having the test changed to an alternate format (audio tape, large print, braille). It is important to follow the directions given in the test application regarding the proof of disability required.



HOW TO PAY FOR COLLEGE

Paying for an education after high school requires financial planning similar to that of purchasing a home or preparing for retirement. Some financial planning by you and your family will help to prioritize spending and develop appropriate saving and investment plans. It is a common mistake to think that saving will prevent a student from qualifying for financial aid. It is true that the needs assessment considers savings and assets, however it also takes the age of the parents into consideration and their need to save for retirement. Remember, any savings may help reduce the need for borrowing money, a situation that requires years of repayment.

Cost for North Dakota Schools

The cost of going to college depends on the campus you choose, the number of credits you plan to take, as well as transportation and housing expenses. The cost of attending college in ND also varies by the type of campus and residency. Students who qualify as North Dakota residents pay tuition at a substantially lower rate than do non-residents. For a listing of the estimated cost of attending a North Dakota University System campus as a full-time resident undergraduate student, see: www.ndus.edu/student_info/educational_costs/details.asp?id=215. Please note that the information does not include personal costs such as clothes and transportation, which could be estimated to cost approximately \$2,800 for an academic year.

Financial Aid

Financial aid comes in the form of grants, loans and employment aid. If you are eligible for aid, you are usually offered a combination of grant, loan and/or work aid by the campus financial aid office. Both full-time and part-time students are eligible for most financial aid; however, part-time students receive proportionally smaller amounts.

Some scholarships are not based on financial needs. Those scholarships go to students who do well academically or who meet other criteria such as: religious affiliation, special hobbies, special interests, artistic or athletic ability or career plans. These scholarships are available from groups such as: businesses, unions, service organizations, community groups and post-secondary institutions. You should contact your high school counselor and the campus financial aid office for more information about scholarships.

What is financial aid?

Financial aid is money to help meet the costs of college.

Where does financial aid come from?

Financial aid may come from federal and state governments, banks, colleges, private donors and/or other sources.

How much financial aid is available?

The amount is based on your financial need and the kinds of aid available at the school you attend.



What Types of financial aid are available?

Grants:	Do not require repayment
Loans:	Money borrowed to cover school costs, which must be repaid after the student leaves school at a much lower interest rate than regular bank loans
Work-Study:	Employment that enables a student to earn money towards a portion of school costs
Scholarships:	Gifts and awards based on student's academic achievement, background or other criteria

How to Apply for Financial Aid

- In the fall of your senior year, apply for admission to the colleges you have chosen.
- When you apply for admission, also apply for financial aid:
Write a letter or call your selected school's financial aid office stating that you are applying for admission and will need financial assistance. Ask for the school's Financial Aid Application and any other information they think you will need. You must complete the school's Financial Aid Application in order to be considered for all programs administered by the school.
- The application will also require a submission of a "need analysis" as soon after January 1, as possible. A need analysis is a method of looking at the income, assets, and liabilities you and/or your family has, to determine how much you and/or your family will be expected to contribute toward the cost of your education.
- In North Dakota, the most commonly used form is the Free Application for Federal Student Aid (FAFSA). You can obtain these forms from your high school counselor or the financial aid office at the school you plan to attend.
- There are other sources of financial aid from numerous private providers. Check with your high school counselor or the resource section of your local public library.
- In the spring, notification will be sent whether or not you will receive financial aid for the following school year and how much it will be.
- Each January, while you are in school, you will need to apply again for financial aid for the subsequent year.
- Other resources for tuition included meeting eligibility requirements of Job Services (JTPS), Vocational Rehabilitation, or Bureau of Indian Affairs (BIA). If you are a member of a racial minority, you may qualify for a diversity tuition waiver. Check with the college to see if they have a tuition waiver program.
- Additional information can be found at the following web sites:
<http://www.fafsa.ed.gov> <http://www.ed.gov/studentaid>

Disability Related Expenses

Leaving home often necessitates the purchase of new or additional equipment that will allow the student to be independent at college. Students with disabilities should ask their Vocational Rehabilitation counselor for help paying for disability – related expenses that were previously covered by the family budget. Students may also be able to file a budget appeal with the college financial aid office. Students should contact the campus financial aid office for details.



The student with a disability is often faced with additional expenses not incurred by other students. These may include:

- Special equipment (related to the disability) and its maintenance;
- Cost of services for personal use or study, such as: readers, interpreters, note takers, or personal care attendants;
- Transportation; and
- Medical expenses not covered by insurance that relate directly to the individual's disability.

Some equipment and support services may be available at the post-secondary institution and students should ask the campus disability services office about their availability. Probably the most valuable resource to a new student is the network of students with disabilities already on campus; students with disabilities who have had similar experiences and similar needs are likely to have practical advice and low-cost solutions to problems that incoming students with disabilities frequently encounter. It is also important to understand that disability – related expenses that are covered by other assisting agencies cannot also be covered by financial aid from the school.

Other Sources of Financial Assistance

Supplemental Security Income is a federal program that provides financial assistance to people who are aged, blind, or disabled and who have little or no income and resources. The amount is dependent on client income and resources. (If the student is under 18, some of the parents' income and resources will be included). Earnings from work-study or other employment might affect SSI benefits. If the Social Security Administration approves a Plan for Achieving Self Support (PASS), any student would be able to set aside income and resources that are being used toward a specific vocational goal (tuition, savings for equipment or other needs) and continue to receive SSI payments. Plans can be developed by Vocational Rehabilitation, public or private social agencies, independent living centers, anyone assisting the student, or by the student. For more information contact your local Social Security Administration office.

Social Security Benefits, a Social Security Disability Insurance (SSDI) program allows workers and eligible dependents to receive monthly cash benefits because of a period of disability. A student who has been employed may file based on his or her own work record. If the parents of a student with a disability have filed for Social Security or if a parent is deceased, the student may also qualify for dependents' benefits based on the parent's work record. For further information contact your local Social Security Administration office.

Internet Searches provide a wealth of information about grants and scholarships for which students may apply. The following World Wide Web addresses are listed to facilitate an electronic search and offer additional links to other related sites:

1. HEATH Resource Center publishes a comprehensive guide to financial aid and scholarships for students with disabilities at <http://www.gwu.edu/Publicationspage.htm>
2. The Financial Aid Information Page is a comprehensive resource that will connect students with mailing lists, news groups, loan information, and scholarships for special interest groups such as females, minorities, veterans, etc.: <http://www.finaid.org>
3. FastWEB (Financial Aid Search Through the WEB) is a searchable database of more than 180,000 private sector scholarships, fellowships, grants, and loans. Used by colleges across the United States, FastWEB is now available to you at no charge: <http://www.fastweb.com>.



ACCESSING DISABILITY SERVICES

Every post-secondary program/college is required by federal law to provide equal access to their programs and services to qualified students with disabilities. Equal access means equal opportunity to participate; it does not mean modifying course content or lowering performance expectations. This may feel quite different to a student with a disability who was allowed program modifications in high school. In college, students with disabilities will be required to meet the same standards as other students. They may do so while receiving accommodations.

**Although all colleges are required to provide equal access, the disability office may be called by different names. Sometimes, the office may be located in the academic skills or learning center or it may be a separate department.
Ask for the office that provides disability services.**

Accommodations

Accommodations are changes in HOW a student accesses or demonstrates what he/she has learned. For example, a student who is blind requests that his tests be recorded on audiotape. The student is still required to take the same test as the other students, but he will “listen” to the questions, rather than read the print. Other typical accommodations include, but are not limited to, extended test time, distraction reduced testing room, word processing or a scribe for essay tests, textbooks in alternate format, access to class notes, moving a class to a physically accessible location, and sign language interpreters. A student may also be able to take a reduced course load without losing full-time status or substitute some courses due to a disability-related need. The disability services office decides which accommodations are reasonable and appropriate on a case-by-case basis and must be able to justify that appropriateness by referring to the disability documentation. The student may not get the specific accommodation requested if there is another effective accommodation available that is more cost effective or readily available at the institution. Also, an accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program. Remember - accommodations provide equal access and equal opportunity – not special privileges. In high school, students receiving special education may have been allowed modifications in their classes. For example, a student may not have to do all homework problems, or is given a word bank when taking a test. Colleges are not obligated to provide modifications in the curriculum. Colleges are responsible for providing equal access to the curriculum, which is typically accomplished by providing accommodations.

Accommodations vs. Modifications

Accommodations: Provisions made in how a student accesses or demonstrates learning (does not change content)

Modifications: Changes in what a student is expected to learn and demonstrate (change in level of instruction & content)

Colleges & universities do not have to provide academic modifications ...
only academic accommodations



To be eligible for accommodations and services in college, the student must first contact the disability services office to complete an application and provide current documentation of disability. (See ND Guidelines for Disability Documentation in Directory E) The disability services office will identify documentation required in order to provide accommodations. Services will not be provided without documentation. Documentation of disability should not be shared with any other office on campus, or with individual professors. The disability services office staff will inform the student of how professors are to be informed of the need for accommodations on their campus.

Differences Between High School and College

Instructors	
High School	College
Homework is graded and checked	May assume homework is completed
May know student needs and approach students when assistance is required	Are usually available, but expect student to initiate contact when help is required
May be available before, during or after class	May require students to seek help during scheduled office hours
Have been trained in teaching methods	Have content knowledge, but not necessarily formal training in teaching methods
Often provide students with information missed during absence	Expect students to get information from classmates when they miss a class
Present material to help students understand textbook material	May not follow the textbook, but lectures enhance the topic area
Often write information on the board or overhead to be copied for notes	May lecture nonstop. If they write on the board, it may be to support the lecture, not summarize it
Teach knowledge and facts, lead students through thinking process	Expect students to think independently and connect seemingly unrelated information
Often take time to remind students of assignments and test dates	Expect students to read, save and refer back to course syllabus

Adapted from Brinkerhoff and SMU A-LEC Home pages and OKC Community College Accessibility Handbook

The disability services office is responsible for determination of eligible accommodations; decisions are made after discussion with the student about how the disability impacts and influences education and learning, a review of the accommodations used in high school, and a review of the functional limitations of the disability documentation. It is in the student's best interests to know their disability and its implications on education and necessary accommodations; the critical ability to communicate and self-advocate is critical towards acquiring the appropriate accommodations.

The decision to disclose a disability is a personal decision that varies from individual to individual. Some students prefer to compensate for their disabilities without accommodations and do not contact the disability services office. The school is not obligated to change any course grades because a student did not request or use accommodations.



How to Access Disability Services Checklist

- _____ Contact the disability services office immediately after being admitted to the college. See Directory D for a list of offices.
- _____ Meet with disability services staff and complete necessary paperwork.
- _____ Student is encouraged to bring high school Transition Portfolio and/or information (IEP) as well as the required documentation of disability.
- _____ Determine if the disability services staff can provide assistance/consultation on choosing classes.
- _____ Determine next steps and next contact with disability services staff for the upcoming semester's classes.

Questions to Ask Disability Services

A student who uses a wheelchair might ask:

1. Is there accessible transportation available on campus? In the community?
2. Are there any buildings that are not accessible? If so, what arrangements will be made for entrance?
3. How will I be assured I can get from one class to another in the time allotted and that my classes are scheduled in accessible rooms?
4. How does a person operate the elevators?
5. Will I be able to open the outside doors myself?
6. Is accessible parking available? How do I get a campus accessible parking permit?
7. Are there accessible rooms in the residence halls? Are all the public areas in the residence halls accessible?
8. Who is responsible for hiring and training my personal care attendant?
9. Is there a wheelchair repair service available in the area?
10. Are the campus recreation facilities accessible?
11. What other services/accommodations/programs are available for someone using a wheelchair on this campus?
12. What are my responsibilities in arranging the services and accommodations I need?

NOTE: Visiting the campus before enrolling is a good idea for all students but is an absolute must for students with mobility impairments. The only way to assess whether the level of accessibility meets the student's needs is to tour the campus, eat in the cafeteria, sit in a class, and see a residence hall room.

A student with a hearing impairment might ask:

1. How do I make arrangements for notetakers in my classes?
2. Who makes arrangements for interpreters and are interpreters available for non-classroom activities?
3. What systems does your interpreter use? Are there oral interpreters?
4. Do you have assistive listening devices available for checkout?
5. Do you have realtime captioning available?



6. Are there TTY's (or TDD's) available?
7. What other services/accommodations/programs are available for deaf or hard of hearing students?
8. What are my responsibilities in arranging the services and accommodations I need?

NOTE: Ask the disability services office to arrange to meet with another deaf/hard of hearing student to interview regarding services.

A student with a learning disability or Attention Deficit Disorder might ask:

1. Is tutoring available?
2. Is there someone available to help me with my written work?
3. Will I be able to get testing accommodations?
4. What other accommodations are available to compensate for my specific learning disability or ADD?
5. Are there any courses for credit designed specifically for students with LD or ADD?
6. Are there any courses for credit on improving reading and writing skills?
7. I use medication for ADD, where can I get prescription refills?
8. Would I be eligible to get a course substitution if it's related to my disability?
9. What other services/accommodations/programs are available for students with LD or ADD?
10. What are my responsibilities in arranging the services and accommodations I need?

A student with a visual impairment might ask:

1. I need my textbooks, tests, handouts, etc. on tape/in Braille/in electronic text, how do I make those arrangements?
2. How do I arrange for a reader?
3. How do I arrange for someone to record my test answers?
4. What kinds of assistive computer technology are available on campus? Will I have trouble getting access to it when I need it?
5. Is assistance available when I use the library?
6. Do you have transportation available on campus? In the community? How do I apply to use it?
7. Do you offer orientation and mobility training?
8. Are there any special arrangements I need to make to have my guide dog with me?
9. What other services/accommodations/programs are available for students who are blind or visually impaired?
10. What are my responsibilities in arranging the services and accommodations I need?

A student with a health problem might ask:

1. Walking long distances is difficult for me. Can I get an accessible parking permit, so I can park closer to my class buildings and residence hall?
2. What medical support is available on campus?
3. Can I get a refrigerator in my room to store medications? Can I request a special diet from Food Service?
4. Is it possible to arrange my classes so they won't interfere with my medical treatment schedule?
5. I sometimes miss class because of my disability. Will I be penalized if the absence is related to my disability?



6. What other services/accommodations/programs are available for students with health problems?
7. What are my responsibilities in arranging the services and accommodations I need?

A student with a psychological disability might ask:

1. I get very anxious when I'm taking tests. Can I get testing accommodations?
2. My medication affects my concentration. Can I get a notetaker?
3. Where can I refill my prescriptions?
4. Is there personal counseling available on campus? In the community?
5. I sometimes miss several days of class at a time because of my disability. Will I be penalized if the absence is related to my disability?
6. Are there any other accommodations I would qualify for?
7. It helps if I can meet with someone periodically to help me assess how I'm doing in my classes. Can you help me with that?
8. What other services/accommodations/programs are available for students with psychological disabilities?
9. What are my responsibilities in arranging the services and accommodations I need?

How To Choose A college: Guide for the Student with a Disability,
Association on Higher Education and Disability (AHEAD) and HEATH Resource Center,

Post-Secondary Institutions are NOT required to:

- ▶ Reduce or waive essential requirements of a course or program
- ▶ Conduct testing of learning, psychological or medical disabilities
- ▶ Provide personal attendants
- ▶ Provide personal or private tutors
- ▶ Prepare Individual Education Program (IEP)

PARENTS – A NEW ROLE

The time has finally come. Your baby is all grown up and about to start college. It may seem as though you, the parents, are becoming less and less important in your child's life. It's important that you remember that this is not the case. After all, it was your support that got your child to where he or she is now. And, it will be your support and understanding that will enable your child to progress and succeed in college. However, the ways to effectively support your young adult are now different from high school - your role has changed from **advocate** to **advisor** and **mentor**.

Once students are enrolled in college, the school considers them adults, capable of making decisions and bearing the responsibility for the consequences of their actions. The college is not obligated to share information about the student with the parents and in fact often discourages parental involvement. Parents are no longer able to access information about academic progress, personal behavior or finances. They must rely on their student to keep them informed or ask the student to sign a release of information to allow the parent access to that specific information.

The importance of involving parents in the education of elementary and secondary school students is widely encouraged. In fact, federal law has created and supports a process to involve parents in the education of their children with disabilities. Once youth with disabilities graduate from high school, however, resources and guidance to help parents with this challenging new phase of parenting become difficult to find. Yet, parents continue to be important role models and guide their young adult sons and daughters. For students with disabilities, parents may be a key part of the support network they need to succeed in the post-secondary environment.

Parents as Mentors

Although parents of young adults with disabilities no longer have the same authority they once had in the lives of their children, they can provide guidance and support through a mentor or advisor role. Mentors teach, challenge, and support. A parent's mentoring relationship must be based on an underlying trust and respect for one's child as someone capable of learning how to manage his or her own life. Whether a student has a disability or not, the greatest challenge for parents of post-secondary students is learning when and how to be supportive while still encouraging self-determination and independence. It may require a giant leap of faith for parents to trust that their sons and daughters have all the resources they need to deal with the unfamiliar challenges of postsecondary education. Nonetheless, post-secondary schools treat students as legal adults. It is important for parents to do all they can to reinforce their faith in their child's ability to manage life at school. Effective mentoring takes clear communication skills. Parents may find it helpful to learn about and practice these skills so they can use this technique consistently and well. This approach is explored in depth in the book *Don't Tell Me What to Do—Just Send Money: The Essential Parenting Guide to the College Years* by Helen E. Johnson and Christine Schelhas-Miller.

Parents as Advocates

No matter how much parents respect and trust their children, it is difficult to let them learn from mistakes when the consequences are serious. Although parents must be careful not to “take over” the problems of their young adult sons and daughters, situations may arise when parents need to take a more active role. Young adults often unload everyday worries on parents and then go on about their lives. Parents must distinguish between these kinds of situations and more serious



circumstances—such as substance abuse, mental or physical illness, other threats to their child’s health or safety, serious financial issues, and for youth with disabilities, discrimination. Once parents decide to act, their first involvement should always be directly with their son or daughter — to whom parents can provide resources, information, and emotional support. Parents may also want to contact the post-secondary program to ask for help assessing the situation. If the child is in college, the disability services office is a good place to start. Other offices may also be appropriate depending on the nature of the concern. These include health services, the Dean of Students, ADA Coordinators, and Section 504 Coordinators. Many colleges and universities also have a parents' program office.

Parents of students with disabilities who are concerned about their child’s educational program or academic accommodations can draw on their experience as special education advocates. However, they will need to understand the differences between special education laws, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act. Parents may encounter some resistance to their involvement. Post-secondary professionals are not used to working with parents and may see it as inappropriate or even harmful. In fact, school staff cannot legally share information with parents without a student’s written permission.

Young adults of legal age are responsible for making their own decisions even in serious situations. Unless parents are the legal guardians of their adult child, their role is to support their son or daughter as the young adult solves his or her problems. Parents may only need to help them gather information and understand their options. Ultimately, a student’s maturity, cultural values, and other individual characteristics will determine the kind of involvement and family support that is appropriate and helpful for each student.

(HEATH)

Parent Resources

- PACER Center: www.pacer.org
- National Center on Secondary Education and Transition: www.ncset.org
- HEATH Resource Center: <http://www.heath.gwu.edu/>
- “Understanding the Transition to College,” (George Washington University site): <http://gwired.gwu.edu/counsel/counsel.php?id=1935>
- College Parents of America: <http://www.collegeparents.org/>
- Harris, M.B., & Jones, S.L. (1996). *The Parent’s Crash Course in Career Planning: Helping Your College Student Succeed*. VGM Career Horizons.
- Johnson, H.E., & Schelhas-Miller, S. (2000). *Don’t Tell Me What to Do, Just Send Money—The Essential Parenting Guide to the College Years*. St. Martin’s Griffin.
- Newman, B.M., & Newman, P.R. (1992). *When Kids Go to College: A Parent’s Guide to Changing Relationships*. Ohio State University Press.



THE VERY IMPORTANT “OTHER STUFF” **YOU NEED TO KNOW**

Becoming a college student means taking on additional responsibilities, often not considered until they need to be addressed. Here are some issues that may become relevant for you in college; take time to understand how they could affect you and what supports you would need.

How to Be a College Student

The typical college campus is a friendly place; but it is also a competitive environment. The education you receive and the attitudes you develop will guide you the rest of your life. Your grades will be especially important in landing your first job. To be a successful student requires certain skills, but these are skills that can be learned.

The Basics of Being a Student

Prioritize: doing well in school should be your top priority

Study: there is no substitute

Always attend class

Do all of the homework and assigned reading

Develop self-discipline

Manage your time

Tips for the First Week

- Get to school as early as you can. This way you can avoid long bookstore lines, and can locate all of your classes in advance.
- Set up a good study schedule and stick to it!
- Set up a checking account.
- Scout out your campus community. Use a map to locate the nearest market, laundromat, hospital, etc.
- Set up your room. It is not a good idea to live out of boxes any longer than necessary.
- Purchase anything that you may have forgotten, or feel that you need.
- Mark your calendar with important due dates for papers, and midterm/final examination times.
- Try to meet new people.
- Do not panic. Thousands of students have experienced exactly what you have experienced this week. They survived, and so will you.

Registration Tips

Scheduling your classes is much more complicated than in high school. College students are expected to meet with an academic advisor and follow the campus registration procedures. The following suggestions will help you master the process, and get off to a running start on your first day of classes:

1. Learn your school's registration procedures and deadlines as early as possible.
2. Read your campus catalog to find out what classes you must take to satisfy your general education requirements.



3. Work with an academic advisor.
4. Make certain that you account for your extracurricular activities when blocking out time for classes. Do not over-book your time.
5. Consult your campus map while choosing classes to make sure that there is enough time to travel between two classes.
6. Try to schedule your classes at times during the day you are most alert and energetic.

Employment

Many students rely on part-time employment to meet their financial aid and personal living expenses in college. If you find a need to seek part-time employment, be aware of the following considerations:

- Seek information from the college for work-study and on-campus employment, especially if transportation is not readily available. You may qualify for work-study and other grant funded employment opportunities. These positions usually work around your schedule and pay minimum wage.
- Jobs off campus are also usually posted on campus in the student union, campus financial aid office or residence halls. Try to seek employment related to your career choice for additional experience and networking, even if at an entry-level position. Also, contact the local Job Service office, check the local community and campus newspaper, as well as make direct employer contacts.
- Remember to balance your time and prioritize your studies before employment.

Housing

Most colleges and universities offer on-campus housing, but depending on a student's disability, there are several factors that require attention. ADA and Section 504 require that all educational institutions provide accessible housing at the same cost as all students. Requests for accommodations in housing should be made immediately after being accepted to the college.

Ask to see an accessible room and ask for the accommodations you need on the housing application. A visit to any post-secondary institution to inspect the accessible accommodations is a good idea. Although accessibility standards are usually implemented, it is important to consider the many settings where accessibility might apply.

- | | |
|------------------------------|-----------------------|
| • Accessible sidewalk routes | • Bathrooms |
| • Public transportation | • Operating controls |
| • Parking | • Alarms |
| • Curb ramps | • Doors |
| • Stairs | • Signage |
| • Elevators | • Detectable warnings |
| • Platform lifts | • Telephones |
| • Entrances | • Common areas |

(Montana, 1997)



Clothing Do's & Don'ts

When choosing what clothing to bring to school, keep in mind that college, unlike high school, is not a fashion show. Simplicity and practicality should be valued over style. When shopping for clothes, try to find items that will go with as many other things as possible. It is very important to resist the urge to bring every article of clothing that you own. Remember, closet space is scarce and oftentimes shared with a roommate. Avoid bringing valuable jewelry or clothing that requires special care.

Roommates

Most students choose to live in a residence hall during their first year at school. There are many benefits to living in a residence hall. This usually allows you to live very close to campus, making it very easy to get to class on time. The residence hall also gives students the opportunity to meet hundreds of new people and make lasting friendships.

Tips for getting along with your roommates

1. Try to communicate with your roommates. Do not keep things bottled up inside. Effective communication is the key to getting along.
2. Go to college with an open mind. Get to know your roommate and others around you on a personal level. Do not judge or categorize people by their clothing, race, religion, or nationality. College is designed to broaden your horizons, so don't limit yourself by only associating with people just like you. Branch out; perhaps you will learn something about yourself.
3. Sharing: Decide what is to be considered community property and what is not.
4. Housekeeping: The best way to deal with a mess is to divide and conquer - make a list, and trade off the really unpleasant jobs like mopping or bathroom duty.
5. Noise: Who has the morning classes? Who stays up late at night? Always be considerate.
6. Bills: Pay your share of bills right away.
7. Take accurate phone messages, and always write them down.
8. Never have overnight guests without consulting your roommate first. Just think about how you would feel if you came home to find a stranger sleeping on your floor.

Safety Reminders

College is usually a student's first opportunity to move away from home and be free from parental influence. It should not be a time for acting irresponsibly or unsafely. Students are often lulled into a false sense of security by the seemingly carefree college environment. They tend to forget that the same dangers that existed in their hometowns can also be found in college. There are probably even a number of new dangers that you may not have faced. Among these are drunken driving, drug abuse, rape, and date rape. Do not allow yourself to be victimized.



1. Consider traveling in groups, especially to parties given by people that you do not know. Do not leave until everyone is accounted for.
2. Never get into a car with anyone who has been drinking or using drugs.
3. While at a party, never consume anything without knowing exactly what it is.
4. If you are walking somewhere at night, always stick to well lit areas. Check to see if your campus has escorts in the evening that will walk you between your classes or back to the residence halls.
5. Do not allow yourself to be pressured into letting someone into your room that you do not know very well. You have nothing to lose by telling someone that you are extremely tired, or that you have to study and do not feel like entertaining anybody in your room.
6. Keep important emergency phone numbers posted close to your phone. Inform your roommate and or resident assistant of any recurring medical problems or allergies that you might have, and what they should do if you are ever in distress.

Develop a 9 to 5 Mentality - Treat College Like a Full Time Job

Many of you may be surprised to learn that you spend only about 16 hours per week inside the classroom once you begin college. Suddenly, you have more free time during the day than you have ever imagined – or know what to do with. For some students, this can quickly lead to chat room or soap opera addiction. Without some type of plan in place regarding how to manage those extra hours during the day, many find it nearly impossible to handle the intense academic challenges they face in college.

However, if you approach college like a full-time job, your job will be much easier. Between the hours of 9 to 5, Monday through Friday, there are 40 hours. This leaves 24 hours per week, once you subtract out the 16 hours spent in class. This means you will have as much as 24 hours per week – every week – to study if you simply utilize the time before, between and after class. This concept isn't rocket science, but it does work! Of course, there will still be those times when you need to put in some extra time in the evenings or on weekends.



Differences Between High School and College

Classes	
High School	College
Usually follow a school-directed schedule and proceed from one class to another	Students must manage their own time and schedules
General education classes dictated by state/district requirements	Class based on field of study; requirements may vary
Typical school calendar is 36 weeks; some classes extend both semesters. Summer classes may be offered but are not used to accelerate graduation	Academic year is divided into two separate 12 week semesters plus a week for final exams (some campus' have a trimester schedule). Courses are offered fall, spring and summer semesters and summer classes may be used to accelerate graduation
Class attendance is usually mandatory and monitored carefully	Attendance policies may vary with each instructor
Class size is generally no more than 30 students	Classes may have 100 or more students
Textbooks are typically provided at no expense	Textbooks can range from \$250 - \$500 per semester
Guidance is provided for students so they will be aware of graduation requirements	Graduation requirements are complex and vary for different fields of study
Modifications that change course outcomes may be offered based on the IEP	Modifications that change course outcomes will not be available

Adapted from Brinkerhoff and SMU A-LEC Home pages and OKC Community College Accessibility Handbook

Recognize the Importance of Early Grades

Freshman and sophomore year grades are more important than they may seem. First off, they create the base for your longer term GPA. Two years of A's and B's ensure that your GPA will be pretty strong even if your grades fall a bit as a junior and senior. Just as good grades early in college will make life a lot easier for you, it's almost impossible to turn 1.4 into a 3.2. That's a deep hole to climb out of, but one you can avoid with some extra hours of studying as a freshman and sophomore.



Differences Between High School and College

Grades	
High School	College
Given for most assigned work	May not be provided for all assigned work
Good homework grades may assist in raising overall grade when test grades are lower	Tests and major papers provide the majority of the grade
Extra credit options are often available	Generally speaking, extra-credit options are not used to raise a grade
Initial test grades, especially when low, may not have adverse effect on grade	First tests are often “wake up” calls to let you know what is expected.
Graduation requirements may be met with a grade of D or higher	Requirements may be met only if the student’s average meets departmental standards.

Testing	
High School	College
Frequent coverage of small amounts of material	Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. Some classes may require only papers and/or projects instead of tests
Make-up tests are often available	Make-up tests are seldom an option and may have to be requested
Test dates can be arranged to avoid conflicts with other events	Usually, scheduled tests are without regard to other demands
Frequently conducts review sessions emphasizing important concepts prior to tests	Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups

Adapted from Brinkerhoff and SMU A-LEC Home pages and OKC Community College Accessibility Handbook

Utilize a Concept We Call Notes-Notes

Here is a study trick that really works. Three to four days prior to a big test, pull out your class notes and recopy the most “testable” elements onto a clear sheet of paper. Formulas, lists, equations, key concepts, etc... all fit into this category.

This technique works for a number of reasons. First, it forces you to really study the most difficult material first. That way, if you do uncover a concept you don’t quite understand – you can see your professor three or four days prior to the test, rather than wait in line an hour the day before. In addition, the process of rewriting can help cement the information more firmly in your mind. Finally, reviewing your notes-notes is much more efficient than pawing through a binder full of scribbly notes and handouts – especially in classes with cumulative finals.



Power Study

Studying is too important and too time-consuming to do it half-hearted. Nevertheless, many students think they can study productively in front of a television set or in the social section of the library. It doesn't work!

If you're going to study, do it right. Find the most remote, quietest place on (or off) campus to study. Set a goal for each study session and keep your nose in your books until you achieve. The idea is to study intensely with no distractions, and then go do something fun. Don't try to mix your social life and studying; it will only add hours and hours to your study time.

Differences Between High School and College

Studying	
High School	College
Study time outside of class may vary (may be as little as 1-3 hours per week)	Generally need to study at least 2-3 hours outside of class for each hour in class
Instructors may review class notes and text material regularly for classes	Students should review class notes and text material regularly. (Hint: Use the time between classes carefully)
Expected to read short assignments that are discussed and re-taught	Substantial amounts of assigned reading and writing may not be directly addressed in class. (Hint: It's up to you to read and understand assigned material or access support, such as books on tape)

Adapted from Brinkerhoff and SMU A-LEC Home pages and OKC Community College Accessibility Handbook

Join Clubs in Your Field of Interest

Joining the architecture club or education club may not sound like a great time, but organizations like these can be a great resource in your future job search effort. Special interest clubs bring speakers and special programs to campus that will help you understand your future career field. They are also a prime place to make contact that may be able to help you connect with a potential employer. Joining the graphic design club may even provide the inside track to a valuable internship experience with a top design firm. Joining these clubs is not enough. You need to get involved and take advantage of the many opportunities they present.



DIRECTORY A

TRADE AND VOCATIONAL SCHOOLS/PROGRAMS

(Certificate or Diploma Programs)

AAKER'S BUSINESS COLLEGE

4012 19th Avenue SW
Fargo, ND 58103
PHONE: (701) 277-3889

BURDICK JOB CORPS CENTER – MINOT

1500 University Avenue West
Minot, ND 58703
PHONE: (701) 857-9611

SKIN & BODYWORK INSTITUTE, INC.

305 S. 4th Street
Grand Forks, ND 58201-4708
PHONE: (701) 795-1312

SKILLS & TECHNICAL TRAINING CENTERS

1305 19th Avenue North
Fargo, ND 58102
PHONE: (701) 231-6900

CAPITAL AVIATION CORPORATION

PO Box 1471
Bismarck ND 58502-1471
PHONE: (701) 223-0260

EXECUTIVE AIR TAXI CORP.

Box 2273
Bismarck, ND 58502-2273
PHONE: (701) 258-5024

GFK FLIGHT SUPPORT

2467 Air Cargo Drive
Grand Forks, ND 58203
PHONE: (701) 772-5504

PIETSCH AIRCRAFT

2216 North Broadway
Minot, ND 58703
PHONE: (701) 852-4092



SUMMIT AVIATION, INC.

P.O. Box 1293
Jamestown, ND 58402-1293
PHONE: (701) 252-0224

WAKEFIELD FLIGHT SERVICE, INC.

P.O. Box 812
Devils Lake, ND 58301-0812
PHONE: (701) 662-2827

BISMARCK STATE COLLEGE

1500 Edwards Avenue
Bismarck ND 58506
PHONE: (701) 224-5429

CANKSESKA CIKANA (LITTLE HOOP) COMMUNITY COLLEGE

PO Box 269
Ft. Totten, ND 58335-0269
PHONE: (701) 766-4415

FT. BERTHOLD COMMUNITY COLLEGE

PO Box 490
New Town, ND 58763-0490
PHONE: (701) 627-4738

LAKE REGION STATE COLLEGE

1801 College Drive North
Devils Lake, ND 58301-1598
PHONE: 1-800-443-1313

MINOT STATE UNIVERSITY – Bottineau Campus

105 Simrall Boulevard
Bottineau, ND 58318-1198
PHONE: 1-800-54-BOTNO

NORTH DAKOTA STATE COLLEGE OF SCIENCE

800 North 6th Street
Wahpeton, ND 58076-0002
PHONE: 1-800-342-4325

SITTING BULL COLLEGE

1341 92ND Street
Fort Yates, ND 58538
PHONE: (701) 854-3861

TURTLE MOUNTAIN COMMUNITY COLLEGE

PO Box 340
Belcourt, ND 58316



PHONE: (701) 477-7862

WILLISTON STATE COLLEGE

PO Box 1326
Williston, ND 58802-1326
PHONE: 1-888-863-9455

UNITED TRIBES TECHNICAL COLLEGE

3315 University Drive
Bismarck, ND 58504
PHONE: (701) 255-3285 ext. 334

HEADQUARTERS ACADEMY OF HAIR DESIGN

108 S. Main Street
Minot, ND 58701
PHONE: (701) 852-8329

JAMESTOWN STYLING ACADEMIC

219 1st Avenue South, Suite 1
Jamestown, ND 58401
PHONE: (701) 252-8700

JOSEF'S SCHOOL OF HAIR DESIGN

627 NP Avenue
Fargo, ND 58102
PHONE: (701) 223-0011

JOSEF'S SCHOOL OF HAIR DESIGN

2011 S. Washington Street
Grand Forks, ND 58201
PHONE: (701) 772-2728

MOLER BARBER COLLEGE OF HAIRSTYLING

16 South 8th Street
Fargo, ND 58103-1805
PHONE: (701) 232-6773

R D HAIRSTYLING COLLEGE, INC.

124 North 4th St.
Bismarck, ND 58501
PHONE: (701) 223-8804



DIRECTORY B

SCHOOLS AND COLLEGES FOR MEDICAL-RELATED TRAINING

(Receipt of Certificate, Diploma or Associate
of Applied Science Degree)

MEDCENTER ONE COLLEGE OF NURSING

512 N. 7th Street

Bismarck, ND 58501

CONTACT: Lisa Schauer, Admissions PHONE: (701) 224-6270

Becky Sticka, Financial Aid PHONE: (701) 224-6276

MEDCENTER ONE Q&R CLINIC Radiology Technology Program

300 North 7th Street

Bismarck, ND 58501

CONTACT: Mary J. Bergman, Admissions PHONE: (701) 222-5470

MERIT CARE MEDICAL CENTER School of Medical Technology

737 North Broadway

Fargo, ND 58123

CONTACT: George Ulmer, Admissions PHONE: (701) 234-2481

MERIT CARE MEDICAL CENTER School of Radiology Technology

737 North Broadway

Fargo, ND 58122

CONTACT: Dan Jensen, V. President Academic Affairs PHONE: (701) 234-5613

MERIT CARE MEDICAL CENTER School of Respiratory Therapy

720 4th Street North

Fargo, ND 58122

CONTACT: Gary Brown, Admissions PHONE: (701) 234-5191

MINOT SCHOOL FOR ALLIED HEALTH

20 Burdick Expressway, Suite 603

Minot, ND 58701

CONTACT: Deb Hornbacker, Admissions PHONE: (701) 857-5620

ST. ALEXIUS MEDICAL CENTER/UNIVERSITY OF MARY

PO Box 5510

Bismarck, ND 58502-5510

CONTACT: Will Beachey, Admissions PHONE: (701) 224-7524



ST. ALEXIUS MEDICAL CENTER

School of Radiology Technology
900 East Broadway
Bismarck, ND 58502-5510

CONTACT: Dan Johannes, Admissions PHONE: (701) 224-7533

TRINITY MEDICAL CENTER

School for Medical Technology
Main Street & Burdick Expressway
Minot, ND 58701

CONTACT: Dolores Wood, Admissions PHONE: (701) 857-5210

UNI-MED MEDICAL CENTER

School of Medical Technology
Third Street & Burdick Expressway
Minot, ND 58701

CONTACT: Becky Hill, Admissions PHONE: (701) 857-2490

UNI-MED MEDICAL CENTER

School of Respiratory Therapy
Third Street & Burdick Expressway
Minot, ND 58701

CONTACT: Jim Fuller, Admissions PHONE: (701) 857-2071



DIRECTORY C
NORTH DAKOTA TWO-YEAR COLLEGES
DISABILITY SERVICES OFFICES
AND
ADMISSIONS/ENROLLMENTS SERVICES OFFICES

BISMARCK STATE COLLEGE

Disability Support Services
1500 Edwards Avenue
Bismarck, ND 58501-1276
701 224-5554, 224-5550 (fax)
www.bismarckstate.edu/student/disability
Admissions: 1-800-445-5073 or (701) 224-5429

LAKE REGION STATE COLLEGE

Academic Skills Center
1801 College Drive North
Devils Lake, ND 58301-1598
701 662-1529, 662-1570 (fax)
www.lrsc.nodak.edu/
Admissions: 1-800-443-1313

MINOT STATE UNIVERSITY-BOTTINEAU

Learning Center
105 Simrall Boulevard
Bottineau, ND 58318
701 228-5479, 228-5468 (fax)
www.misu-b.nodak.edu/
Admissions: 1-800-54-BOTNO

NORTH DAKOTA STATE COLLEGE OF SCIENCE

Disability Support Services
800 North 6th Street
Wahpeton, ND 58076-0002
701 671-2623 / 671-2335, 671-2440 (fax)
<http://www.ndscs.nodak.edu/student/asc/dss.html>
Admissions: 1-800-342-4325

WILLISTON STATE COLLEGE

Disability Support Services
PO Box 1326
Williston, ND 58802-1326
701 774-4594, 774-4275 (fax)
www.wsu.nodak.edu/
Admissions: 1-888-863-9455 or (701) 774-4228



PRIVATE COLLEGES

TRINITY BIBLE COLLEGE

50 South 6th Avenue
Ellendale, ND 58436
www.trinitybiblecollege.edu
Admissions: 1-800-523-1603

TRIBAL COLLEGES

FORT BERTHOLD COMMUNITY COLLEGE

Box 490
New Town, ND 58763-0490
www.fbcc.bia.edu/
Admissions: 701 627-3665 ext. 238

LITTLE HOOP COMMUNITY COLLEGE

Learning Center
PO Box 269
Ft. Totten, ND 58335-0269
<http://hoopster.little-hoop.cc.nd.us/>
Admissions: 701 766-4415

SITTING BULL COLLEGE

1341 92nd Street
Fort Yates, ND 58538 -9721
www.sittingbull.edu/
Admissions: 701 854-3861

TURTLE MOUNTAIN COMMUNITY COLLEGE

Student Support Services
Box 340
Belcourt, ND 58316-0340
www.turtle-mountain.cc.ns.us/
Admissions: 701 477-7841

UNITED TRIBES TECHNICAL COLLEGE

Disability Support Service
3315 University Drive
Bismarck, ND 58504
www.unitedtribestech.com/
Admissions: 701 255-3285, ext. 465



DIRECTORY D

NORTH DAKOTA FOUR-YEAR COLLEGES & UNIVERSITIES DISABILITY SERVICES OFFICES

DICKINSON STATE UNIVERSITY

Student Support Services
291 Campus Drive
Dickinson, ND 58601-4896
www.dsu.nodak.edu/
701 483-2999

MAYVILLE STATE UNIVERSITY

Academic Support Center
330 3rd Street NE
Mayville, ND 58257-1299
www.masu.nodak.edu/
701 788-4674

MINOT STATE UNIVERSITY

Disability Services
500 University Avenue West
Minot, ND 58707-0002
www.misu.nodak.edu/
701 858-3371

NORTH DAKOTA STATE UNIVERSITY

Counseling & Disability Services
212 Ceres Hall
Fargo, ND 58105
<http://www.ndsu.nodak.edu/counseling/disability/index.shtml>
701 231-7671

UNIVERSITY OF NORTH DAKOTA

Disability Support Services
PO Box 9040
Grand Forks, ND 58202-9040
<http://www.und.nodak.edu/dept/dss/>
701 777-3425 (V/TTY)

VALLEY CITY STATE UNIVERSITY

Student Academic Services
101 College Street SW
Valley City, ND 58072-4098
www.vcsu.nodak.edu/
701 845-7302



PRIVATE COLLEGES

JAMESTOWN COLLEGE

Learning & Academic Advising Center
6055 College Lane
Jamestown, ND 58405
www.jc.edu/
701 252-3467 Ext. 2598

TRINITY BIBLE COLLEGE

50 South 6th Avenue
Ellendale, ND 58436
www.trinitybiblecollege.edu
1-800-523-1603

UNIVERSITY OF MARY

Student Support & Learning Skills Services
7500 University Drive
Bismarck, ND 58504-9652
www.umary.edu/
701 355-8194, 355-8264



DIRECTORY E

ND Guidelines for Disability Documentation

Created by the North Dakota Colleges & Universities Disability Services Council

Documentation should indicate how the disability substantially limits the student in a major life activity. The information submitted is used to determine appropriate and reasonable accommodations for students with disabilities in the North Dakota University System.

Documentation provided by the student should include the following:

A diagnostic statement identifying the disability, date of the current diagnostic evaluation and the date of the original diagnosis;

A description of diagnostic criteria:

- LD documentation must include test scores and interpretation of aptitude, achievement and, when possible, information processing. (See AHEAD Guidelines for Documentation, July 1997, Appendix B)

A description of how the disability currently affects the student in the learning environment, e.g., functional limitations;

Treatment, medications, assistive devices/services currently prescribed/used;

A description of the expected progression or stability of the impact of the disability over time;

The relevant credentials of the diagnosing professional(s) such as medical specialty and professional licensure.

Adopted April 2001



Appendix B

Guidelines for Documentation of a Learning Disability in Adolescents and Adults (July 1997) AHEAD (Association for Higher Education and Disabilities)

Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource but it is **NOT** intended to be definitive or exhaustive*.

Aptitude

- Wechsler Adult Intelligence Scale – Revised (WAIS-R)
- Woodcock – Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test
- Stanford – Binet Intelligence Scale (4th Ed)

The Slosson Intelligence Test – Revised and the Kaufman Brief Intelligence Test are primarily screening devices, which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

Academic Achievement

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock – Johnson Psychoeducational Battery – Revised: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

Or specific achievement tests such as:

- Nelson – Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language – 3 (TOWL-3)
- Woodcock Reading Mastery Tests – Revised

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test – 3 (WRAT-3) is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

Information Processing

Acceptable instruments include the Detroit Test of Learning Aptitude – 3 (DTLA-3), the Detroit Tests of Learning Aptitude – Adult (DTLA-A), information from sub-tests on WAIS – R, Woodcock – Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability, as well as other relevant instruments.

*The North Dakota Colleges and Universities Disability Services Council recognizes and accepts future revisions of these assessments.



References

A Guide to Transition from High School to College. Catching the Wave:
<http://www.cerritos.edu/dsps/highschool/catchthewave.pdf>

Guide to Post Secondary Education. Montana Office of Public Instruction, Special Education Services, P.O. Box 202501 Helena, Montana 59620-2501.

Guide to Post Secondary Education. New Jersey Department of Education, Special Education Division, PO Box 500, Trenton, NJ 08625.

How is College Different from High School. <http://www.smu.edu/~alec/whyhighschool.html>

How To Choose A College: Guide for the Student with a Disability. Association on Higher Education and Disability (AHEAD) and HEATH Resource Center.

Making it Count – Getting Started!
http://www.makingitcount.com/collegesuccess/gettingstarted/transition_10choices.asp

Making the Transition to Higher Education: Opportunities for Student Empowerment. Brinckerhoff, Loring C., Journal of Learning Disabilities, Vol.29, 1996. pp. 118-136

Parenting Post-Secondary Students with Disabilities: Becoming the Mentor, Advocate, and Guide your Young Adult Needs. www.heath.gwu.edu December 2002 quarterly newsletter

